

SES Process Updated September 2005

When you are in your second or subsequent year of School Improvement, you need to offer eligible families the option of choosing a Supplemental Educational Services (SES) provider for before- or after-school tutoring. Parents of eligible students must be given the chance to choose a provider from all those state-approved providers serving their area.

The following steps should clarify the process for the school district.

Initial steps:

1. Figure an amount equal to 20% of the district's Title I allocation to fund the parent options of choice/transportation and SES.
NOTE: The 20% may come from funds other than Title I such as district funds and other appropriate federal funds.
2. Figure approximate funding from that 20% for each building in school improvement.

Example: Pleasant Valley School District's Title I allocation is \$500,000.

20% of \$500,000 = \$100,000.

Buildings in school improvement:

Eternal Hope Middle School with F/R number of 225 students would get 37% of the 20%. Thirty-seven percent = \$37,000.

Eager Minds Elementary School with F/R number of 375 students would get 63% of the 20%. Sixty-three percent = \$63,000.

3. If a majority of eligible families request SES services, the building allotment may not be sufficient to serve all those children eligible for free/reduced lunches. In that case, the district could focus on the lowest achieving of the low income. One way to estimate how far the funds will go is to look at the district's dollar amount per child (check the "\$ Per Child" at the SES link on federal programs home page website: <http://dese.mo.gov/divimprove/fedprog>). For example, the district dollar amount per child may be \$1,200 so Eternal Hope's \$37,000 could serve approximately 31 children.
4. Now you know approximately how many families to notify.
5. If all the lowest achieving children do not participate, you may go up the list and allow other low-income children to participate. Or you could allow students to have more tutoring sessions, if needed, than what the original dollar amount per child would fund. If one building in improvement does not need to use all its allotted part of the 20%, that money should then go to another building in improvement for SES needs.

Secondary steps:

1. Notify eligible families of SES opportunity. Most districts will send out an initial letter, put a notice in the local paper or on a local radio station, and then follow up with a parent meeting so all facets of the process can be explained more thoroughly. This parental notification should occur as soon as possible after

receiving MAP data and identifying eligible families. A sample parent letter is available at the SES link on our web site (see the Toolkit for Districts).

2. Give parents a complete list of providers serving their area along with a brief description of services for each one (available on our web site).
3. Give parents of eligible students an application form for SES participation (see sample on web site).
4. Provider fairs or some venue for providers to meet with families is encouraged. This will give parents a much clearer idea of the type of services offered and which provider may best help their child as well as the opportunity to ask questions of the providers.
5. You may set a reasonable deadline (two to three weeks) for parental responses. If response is low, you may allow a later sign-up date; the extended sign-up time would also provide intervention for students not needing it until second semester.
6. If your entire 20% is not needed for choice and SES, keep documentation to support that a lesser amount is needed. You may then use the remainder for other Title I services consistent with your CSIP and Title I plans.
7. When a parent selects a provider, the district will negotiate details and draw up a contract for the district, provider, and parent to sign.
8. Notify families of the start date for tutoring. It would be helpful to remind them of attendance policies, etc. as designated in their provider's contract.
9. The school will need to give a pre-test to each participating child prior to or at the beginning of services. At end of services, the school should administer a post-test to measure student progress. Districts may want to have progress monitorings as well before the end of services.
10. Classroom teachers, parents, and students (if age appropriate) should be surveyed at end of services to document effectiveness of services, noting positive results as well as any concerns.

NOTE: Next year and in subsequent years, SES providers will be required to develop a Student Learning Plan for each participating child. This plan will define goals and measurable objectives specific to the needs of the individual student. These plans will be given to appropriate school staff, parents, and, if requested, to DESE.

Many providers are already doing this, but next year it will be a written requirement as part of the provider application and the signed assurances.